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ABSTRACT

A survey of the past 100 years of curriculum development in the United States reveals a series of changes in curricular practice and philosophies. This document reviews those trends in curriculum change, according to historical time periods. Discussed in the section covering 1880-1910 are the Herbartian and Romantic philosophies, the Baltimore Plan for Individualized Instruction, John Dewey's Laboratory School, the Gary Plan for Individualized Instruction, and the Social Utility Movement. Trends and practices cited as occurring during 1910-1940 include the Essentialist movement, the Progressive philosophy, Ellsworth Collings' Experimental School, the Dalton and Winnetka Plans for individualizing instruction, Scientism Movement, Reconstructionism, Social Frontierism, Harold Rugg's Bootstrap Curriculum, and the "Building America" textbook series. A discussion of 1950 to the present includes Traditionalism, "Life Adjustment Education," "Discipline Centered Curriculum," Humanism, Educational and Social Criticism, and Reconceptualism. An accompanying chart depicts curricular practices and policies over the last century. (CJ)

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Curriculum Change: Old Wine in New Bottles

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PREFACE

The idea of constructing a chart of major curriculum trends occurred to us during the progress of a General Curriculum Seminar conducted at the University of Toledo in the spring of 1982. As doctoral students, nearing the end of our course work, we intended the chart to serve initially as both a quick-reference chronological summary of events, theories, and practitioners in education and curriculum in the last century, and as a sort of advance organizer and study-guide for use in preparing for major exams.

It later occurred to us that it might be of use to other graduate students and collegues in education, and so we developed the explanatory comments contained in the text.

We hope the instrument fulfills its destiny and wish to thank H. Wells Singleton for his advice and support throughout the entire venture.

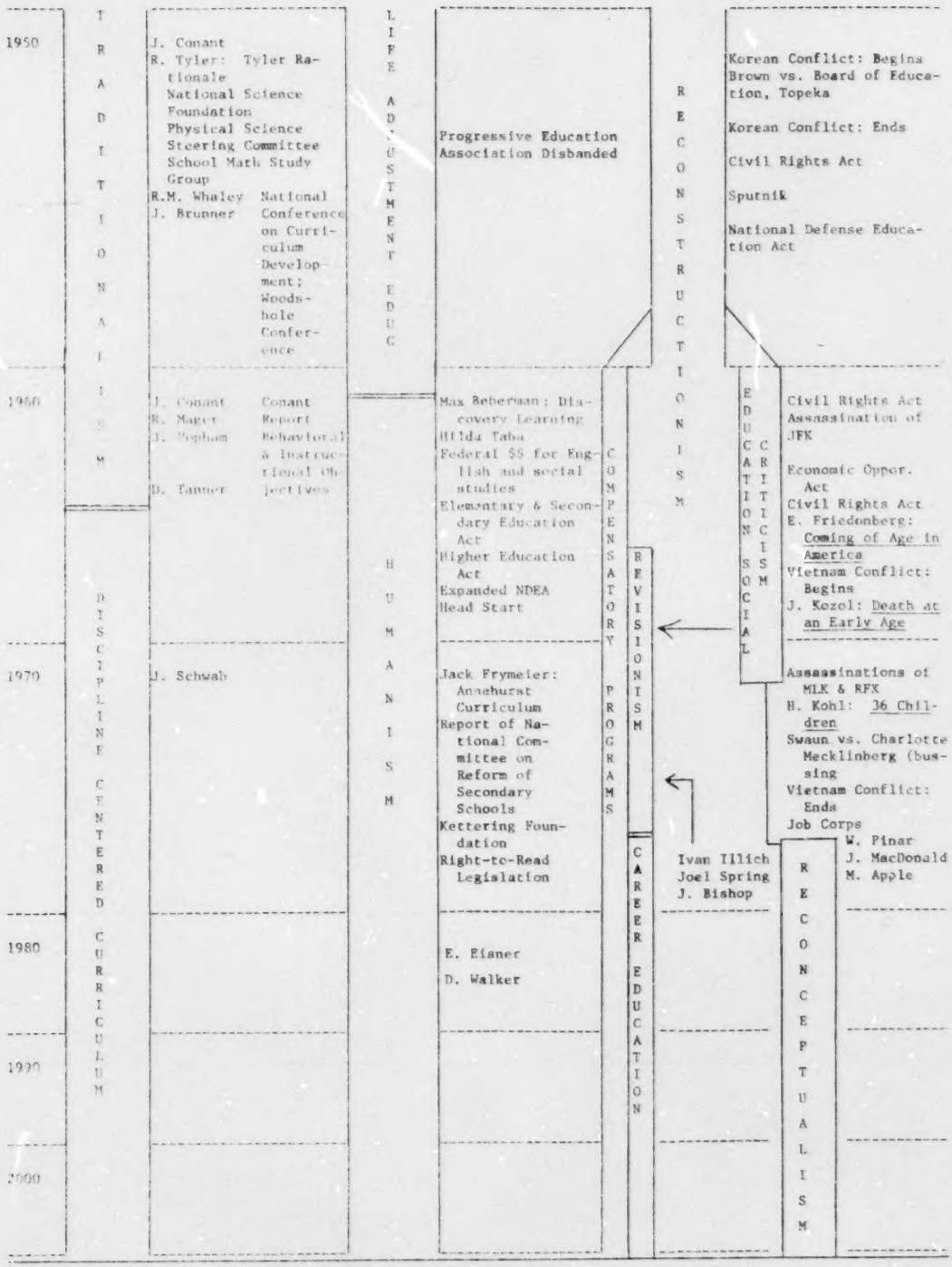
SP 022 972

Pete Johnson
Sandi Wittenberg

MAJOR CURRICULUM TRENDS FROM 1880-1980

HERBARTIAN MOVEMENT → ROMANTICISM

	ESSENTIALISM	PREPROGRESSIVE PHILOSOPHIES		SOCIAL UTILITY MOVEMENT	
1880		Strong religious beliefs	Frances Parker: Needs of Child/Unification of Curriculum		Large influx of immigrants precipitates an increase in the availability of educational services. Industrial growth stimulates move toward scientism.
1890		The McMurrays	Baltimore Plan: Individualized Instruction Joseph M. Rice John Dewey: Laboratory School		
1900			Stanley Hall: Stimulated Junior High Movement Willard Wirt: Gary Plan Growing Economy		Charles Judd: Psychology of Education Movement Edward Thorndike Unit System
1910		William Torrey Harris J. Conant: Commission on Reorganization of Secondary Schools/7 Cardinal Principles	Abraham Flexnor: Increased teacher's role in curriculum development Ellsworth Collings: Experimental School	SCIENTISM	World War I: Begins Federal Children's Bureau Lewis M. Terman: The Measurement of Intelligence IQ Committee on Economy of Time I Smith-Hughes Act (Vocational Educ.) World War I Ends Charles Judd (IQ) Compulsory attendance laws
1920		Robert Hutchins	William Kilpatrick Frances Parker John Dewey William James Dalton & Winnetka Plans: Individualized Instruction	PROGRESSIVE MOVEMENT	Franklin Bobbit: Committee on Economy of Time-IV W.W. Charters Stock Market Crash
1930		William Bagley	Progressive Education Association Eight year study: begins	RECONSTRUCTIONISM	J. Childs Social G. Counts Frontierism Harold Rugg: Bootstrap Curriculum Paul Hanna Building Hollis Caswell America Series
1940		World War II Begins World War II Ends	Eight Year Study: Concluded Eight Year Study Report Ralph Tyler Hilda Taba A.B. Holingshead: Elmtown's Youth; Stimulated Middle School Movement		Servicemen's Readjustment Act President's Committee on Civil Righs UNESCO: Global Education


1950
1960
1970
1980
1990
2000
TRADITIONALISM
DISCIPLINE CENTERED CURRICULUM
J. Conant
R. Tyler: Tyler Rationale
National Science Foundation
Physical Science Steering Committee
School Math Study Group
R.M. Whaley
J. Brunner
National Conference on Curriculum Development; Woodshole Conference
J. Conant
R. Mager
J. Popham
D. Tanner
Conant Report
Behavioral & instructional Objectives
J. Schwab
LIFE ADJUSTMENT EDUC
HUMANISM
Progressive Education Association Disbanded
Max Beberman: Discovery Learning
Hilda Taba
Federal $$ for English and social studies
Elementary & Secondary Education Act
Higher Education Act
Expanded NDEA
Head Start
Jack Frymeier: Annehurst Curriculum
Report of National Committee on Reform of Secondary Schools
Kettering Foundation
Right-to-Read Legislation
E. Eisner
D. Walker
COMPENSATORY PROGRAMS
REVISIONISM
CAREER EDUCATION
RECONSTRUCTIONISM
EDUCATIONAL CRITICISM
Korean Conflict: Begins
Brown vs. Board of Education, Topeka
Korean Conflict: Ends
Civil Rights Act
Sputnik
National Defense Education Act
Civil Rights Act
Assassination of JFK
Economic Oppor. Act
Civil Rights Act
E. Friedonberg: Coming of Age in America
Vietnam Conflict: Begins
J. Kozol: Death at an Early Age
Assassinations of MLK & RFK
H. Kohl: 36 Children
Swaun vs. Charlotte Mecklinberg (bussing
Vietnam Conflict: Ends
Job Corps
Ivan Illich
Joel Spring
J. Bishop
W. Pinar
J. MacDonald
M. Apple
RECONCEPTUALISM

CURRICULUM CHANGE: OLD WINE IN NEW BOTTLES

A survey of the past 100 years of curriculum development in the United States reveals a series of changes in curricular pratices and philosophies which are depicted in the accompanying chart. The essence of the philosophies espoused by various persons during this period remain relatively stable today; the labels attached to each point of view are revised, as new proponents become associated with a particular philosophy. The popularity of the individual philosophies seems to be precipitated and fostered by certain kinds of conditions and world events. The accompanying chart is not constructed to suggest that the various philosophies and movement necessarily produced or caused one another, or that one arose directly from the ashes of it's predecessor; but that they seem to flow into and through one another during the course of time. The various ebbs and floods of the movements are not encapsulated or cut off -- not isolated from the rest -- but rather each one is influenced by and feels the pressure of the sediment left by the others.

1880 - 1910

Prior to 1880, the two most dominant movements in curriculum were the various interpretations of the Herbartian philosophy, and the populsrly named Romantic philosophy of Rousseau. The Essentialist movement in the United States was an appendage of the Herbartian philosophy. The principle proponents of this movement were the McMurray brothers, who had studies with the Herbartians. Essentialism wa s widely accepted in the United States because the Essentialist philosophy meshed nicely with

the strong religious beliefs and traditional family structures th that were prevalent in this country. At the same time, a new philosophy was beginning to emerge as a result of a combining of the Romanticist and Herbartian schools of thought. In the 1880's, Frances Parker was among the first to become concerned with the needs of the child. A decade later, the Baltimore Plan for Individualized Instruction was instituted, and John Dewey opened his Laboratory School. In the first decade of the twentieth century, the Gary Plan for Individualied Instruction was initiated by Williard Wirt. All off-shoots of Romanticism and Herbartian theories, the pre-progressive philosophies were gaining momentum.

During the same period (1880-1910), another movement - the Social Utility Movement - became prevalent. A large influx of immigrants to the United States resulted in a need for indoctrination of new United States residents in, not only the English language, but also citizenship responsibilities, history, social amenities, and vocational training in the new world. Proponents of this philosophy maintained that these educational endeavors were for the good of society.

1910 - 1940

During this period of time, the Essentialist movement continued to be the most widely accepted American educational philosophy, and most schools adhered to the tenets of Essentialism. Notable supporters of Essentialism included William Torrey Harris, who is claimed to be largely responsible for establishment of high schools

and kindergartens in public education, as well as the inclusion of art, music, and manual training in the public school curriculum, John Conant, who is associated with the Commission on Reorganization of Secondary Schools and the resultant "Seven Cardinal Principles", Robert Hutchins, who is noted for his extreme views on the "universality of truth, and William Bagley, who proposed discovery learning within the Essentialist framework.

The Progressive philosophy was also gaining strength at this time. Abraham Flexnor became concerned with increasing the teacher's role in curriculum development, and Ellsworth Collings opened an Experimental School in which the curriculum was selected from real life purposes. In the early 1920's, the Progressive movement flourished under the guidance and support of Frances Parker, John Dewey, and William James. By the end of the 1920's, the Dalton and Winnetka Plans for individualizing instruction and progressive education had been formulated and were in practice. By the mid 1930's, the Progressive Education Association had been formed, and the Progressive philosophy was widely accepted in American public schools.

Also during the period of time from 1910 - 1930, there was a large segment of educators who became concerned with the efficiency of the schools. Franklin Bobbitt and W.W. Charters both became associated with the Scientism Movement, and it's philosophy of employing scientific management methods in schools to insure the efficiency and efficacy of educational practice. This gave rise to the testing and measurement movement and statistical analysis of data, as supported by Charles Judd and Lewis Terman. The

Committee on Economy of Time was also formed to study the efficiency of the public schools and issued four reports on the subject.

In the decade of the 1930's, a new philosophy began to emerge--that of Reconstructionism. J. Childs and G. Counts became associated with Social Frontierism; Harold Rugg's Bootstrap Curriculum won and later lost favor; P. Hanna and H. Caswell developed the "Building America" textbook series. The unifying theme throughout this decade was societal reform through education.

The decade of the 1940's saw the Progressive Movement fade, Essentialism change to Traditionalism, and the Reconstructionist philosophies flourish as the United States became preoccupied with the war effort.

1950 TO THE PRESENT

After World War II, Essentialism was rekindled in the form of Traditionalism. J. Conant, R. Tyler, J. Brunner and R.M. Whaley all became associated with the efforts to reinstate the strong academic philosophies of the essentialist tradition in this new guise. The progressives were losing ground in the face of the traditionalists, and the Progressive Education Association ultimately disbanded. Some progressives, however, took up the banner of "Life Adjustment Education" which attempted to prepare students for the practical realities of life, not just academics. At the same time, the reconstructionists were con-

tinuing their efforts to effect the reform of society through indoctrination in the schools.

The political unrests of the sixties had its effect in the curriculum world also. The Traditionalists again changed titles and claimed a "Discipline Centered Curriculum" while defacto maintaining the old Essentialist philosophy. The old Progressives also picked up a new name - Humanists - still using the Progressive philosophy of tending to children's needs in education as a basis for their humanism. In the meantime, the Reconstructionist Movement was sprouting appendages. Some Reconstructionists became concerned with Educational and Social Criticism, others were proposing compensatory programs for the disadvantaged. Some of the educational critics, such as Illich, Spring, and Bishop, later became associated with Revisionism and eventually career education. Other educational critics, such as Pinar, MacDonald, and Apple, are now associated with Reconceptualism.

CONCLUSIONS

During the past 100 years, there have been several curriculum philosophies proposed and practiced in the United States. Of these, two stand out as being the most enduring and stable. The Essentialist philosophy seems to serve as a steadying and conservative force, or unifying thread, when curriculum builders get off on wild or splintered tangents. It has been this school of thought that has been relied upon and returned to most frequently. The Progressive philosophies seem to serve as tempering

devices to the Essentialist tradition. Historically, the Progressive movement has reminded curriculum builders of who and what should be the prime consideration in education and prevented the Essentialist from being too rigid and dogmatic. The other philosophies which developed during the past 100 years have most frequently been ameliorative reactions to world conditions, political unrest, dogmatism from educational leaders, and other social pressures. All of these philosophies are of merit, and all have served as a system of checks and balance to the extremes of the others.

In 2082, some other students of curriculum will undoubtedly be trying to analyze our attempts to provide a rational, humane, and innovative curriculum for the schools and will say much the same as we have said -- curriculum doesn't change that much. It is simply repackaged every twenty years or so.

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